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PREHENSIVE SCHOOL SERIES.

A
PRACTICAL GRAMMAR
OF THE
ENGLISH LANGUAGE:
INTRODUCTORY LESSONS.

BY LEONARD BLISS, JR.,

Professor of Belles-Lettres and History, in Louisville College, Ky.

SECOND EDITION.

LOUISVILLE, KY.:
MORTON & GRISWOLD.

1840.

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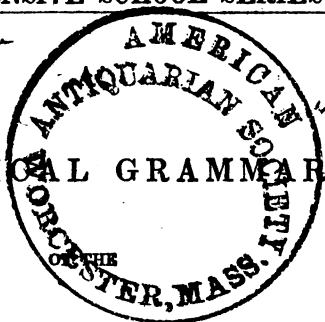
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Am. Antiqu. Soc.
from the
Author.

For Arthur. Dec.
1892.
Owens.

COMPREHENSIVE SCHOOL SERIES.

PRACTICAL GRAMMAR



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NOTICES OF THE COMPREHENSIVE SCHOOL SERIES.

Extract from a letter of John Lewis, Esq. of Llangollen.

"These books possess the *rare merit* of addressing themselves in the first place *to the senses of children.*"

From Rev. Thos. E. Paine, Prof. Math. Cumberland College.

"I have seen no effort made to simplify an intricate, and, to children, tedious science, so successful as Bliss's little Grammar."

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From Mr. D. C. Swan, a distinguished Teacher of Louisville.

"I formed a class of young pupils beginning the study of Grammar—went through the "Manual" twice in less than three months, and I have no hesitation in saying, that the pupils have a clearer idea of the general principles of Grammar, more especially of the different parts of speech and their peculiar attributes, than they could have acquired in a twelvemonth from the study of any other Grammar with which I am acquainted."

From the North American Review, January, 1840.

INTRODUCTORY LESSONS IN GRAMMAR: BY LEONARD BLISS.

This is a judiciously compiled Manual of English Grammar, for the use of very young beginners. The plan and arrangement are excellent, and seem to be better suited to give the young learner clear conceptions of the principles of English Grammar, than most works that have fallen under our notice.

From the Episcopal Recorder, (Philadelphia,) Nov. 2, 1839.

We believe these books, (The Comprehensive Readers,) will become the standard reading books in all schools, when they have been examined and become known.

ENTERED ACCORDING TO ACT OF CONGRESS IN THE YEAR 1839.

BY LEONARD BLISS, JR.,

In the Clerk's Office of the District Court of Kentucky.

PREFACE TO THE FIRST EDITION.

This little manual, which is presented to the public as introductory to a more comprehensive and complete treatise on the subject of English grammar, has been prepared expressly for children and youth just beginning the study. Its design is to teach them, in a plain, common-sense manner, the more simple and essential principles of the language.

It has been prepared and arranged on a plan, which, after much experience in teaching, I was led to adopt for the instruction of the youngest classes in English grammar, as the only mode by which I could succeed in conveying at once to the mind of the child clear and *tangible ideas* on the subject. However excellent many of the text-books might be, for those learners who had previously acquired some idea of the different parts of speech and of the import of grammar, I found none exactly adapted to the wants of those just commencing the study. For, though they might learn *words* in abundance, they rarely acquired *ideas*, till after I had explained the lessons to them orally, illustrating each principle fully by examples. For this reason I very seldom put a text-book on grammar into their hands, till, by oral instruction, I had enabled them to distinguish the different parts of speech, in any page of prose that might be given them, and to tell the leading attributes of each.

My mode of doing this was, to commence with the simplest part of speech—for instance, the noun; to describe it in the most familiar language, by telling them that “any name is a noun,” and then to point to the objects they could see around them, and ask their names, and tell them that the words which are the names of those objects are “nouns;” and that “all words which are names are nouns.” They were then required to take their reading books, and point out the nouns in a page, being suffered to pass over, however, the abstract nouns, till they were perfectly conversant with the substantive nouns. In the same way I taught the different attributes of nouns, as number, gender, &c.; and also went over all the other parts of speech, commencing in each instance with the most simple.

Many teachers, I am persuaded, have been led by experience to adopt a similar course in their practice; though I have seen but one elementary book on grammar, written on a similar plan. This was by the late Joseph Buchanan, A. M., a native of Kentucky: it was published at Lexington, in this State, in 1826. The author commenced with the *right idea*, but did not carry it out fully, so as to profit by it as he evidently ought to have done. To his treatise, entitled “A Practical Grammar of the English Language, in three parts, adapted to all capacities”—excellent so far as he adhered to the

idea with which he set out,—I am, however, indebted for many valuable hints in preparing these Introductory Lessons. To aid teachers, in the practical mode of instruction I have described, and to enable young learners, by the means of repeated examples and exercises, to acquire ideas while they study words, I have prepared, and now submit to intelligent teachers, this little manual. It will soon be followed by a more full and comprehensive work, which, in conjunction with Professor Butler, of the department of Ancient Languages in the same institution with myself, I am now preparing for more advanced students. To this the teacher and learner are referred for a more full explanation of those intricacies and niceties of the language herein purposely omitted. L. B. Jr.

LOUISVILLE COLLEGE, }
August 20, 1839. }

PREFACE TO THE SECOND EDITION.

The rapid sale of the first edition of the "Introductory Lessons," and the great favor which the work has found with intelligent teachers, in every part of the country to which it has been sent, have encouraged me to bestow great care on a preparation of the second edition. I have carefully revised the whole, and re-written many parts, profiting by every suggestion made to me by those teachers, who, having tested the merits of the book by using it in the instruction of their classes, were qualified to speak from experience of its excellencies and defects. Those who were kind enough, in writing to me on the subject, to point out faults as well as merits, will see that many of their suggestions have been heeded. Such will please accept my thanks for the favors they have done me; and will also oblige me by being equally faithful and critical in the examination of the present edition. My ambition respecting this little manual, is, to make it as perfect as possible, as an elementary book in a branch of English education, certainly not yielding, in importance, to any other—the study of our mother tongue—but which is usually found to be uninteresting and unintelligible to young scholars. Trifling additions have been made to some of the lessons, which, I trust, will approve themselves to teachers generally, who have adopted the first edition.

L. B. Jr.

February 10, 1840.

ENGLISH GRAMMAR.

INTRODUCTORY LESSONS.

LESSON I.

1. The name of any person, place, or thing, is a Noun.

EXAMPLES.

The words, *book, pen, hat, boy, girl, city, Franklin, Washington*, are called nouns, because they are names.

EXERCISES.

Tell the nouns among the following words.

Hand, the, an, house, and quill, school, of, dog, with, good, cat, rat, to, pin, blue, stove, axe, hoe, on, horse, bird, story, up, off, sun, moon, stars, broom, in, grass, from, for, bread, meat, tea, coffee, white, or, milk, shall, apple, pear, peach.

Red, yellow, brick, rock, cake, below, river, Ohio, sugar, or, high, Louisville, Cincinnati, over, shoe, New Orleans.

Brave, bravery, good, goodness, coward, cowardice, benevolent, benevolence, swift, swiftness, soft, softness, gentle, gentleness, wicked, wickedness.

Dogs bark. A mouse has two ears. The doors and windows are open. This is my new book. It

is full of stories and pictures. Will you have some apples and pears? I will take some peaches and plums. Do you like raisins? Yes; but I like figs and dates better. Ripe cherries are excellent fruit.

What is a noun? Which of the above words are nouns? How do you tell them from the other words? Which nouns are the names of things? Which are the names of persons? Which of places? Which are the names of qualities of persons? or things?

Mention three names of persons not in the above sentences. Three of places. Three of countries. Three of rivers. Three of things that may be seen. Three of qualities, as bravery, goodness, &c.

NOTE TO TEACHERS.—Do not let your pupils proceed to the next lesson till they are perfectly familiar with the idea of the noun, and are able to designate the nouns in any sentence that may be given them. For this purpose it will be well to let them take their reading books, and point out all the nouns in a lesson; and to let them repeat the exercise till they are able readily to distinguish the nouns from every other part of speech.

LESSON II.

2. When a noun means but one thing, it is in the Singular Number; when it means more than one, it is in the Plural Number.

EXAMPLES.

The words, *boy, book, box, hat, pen, table*, are in the singular number; and *boys, books, boxes, hats, pens, and tables*, are in the plural number.

EXERCISES.

Tell which of the following nouns are in the singular number, and which are in the plural:

The good boy fears to do a wrong action, because it is wrong. A wicked man obeys not the

commandments of God, nor regards the laws of man. The foxes have holes, and the birds of the air have nests.

Let us walk amid the flowers of the garden, or sit under the shade of those stately trees. The birds are singing in the grove, and the young lambs are frisking in the meadow.

There are ten pigeons on the tree, and three squirrels on the fence. There is a large hawk hovering in the air, and watching the hen and chickens, or those doves upon the roof of the house.

When is a noun in the singular number?

When in the plural number?

Which of the above nouns are singular?

Which are plural?

3. Most nouns make their plural number by adding *s* to the singular:

As, *lamp, lamps; map, maps; stove, stoves; apple, apples.*

4. Many nouns make their plural by adding *es* to the singular:

As, *church, churches; box, boxes; fox, foxes; glass, glasses.*

5. Some nouns that end in *y*, make their plural by adding *es*, and changing the *y* into *i*:

As, *fly, flies; cry, cries; berry, berries; cherry, cherries.*

6. Most nouns which end with *f* or *fe*, make the plural by adding *s* or *es* to the singular, and changing the *f* into *v*:

As, *wife, wives; life, lives; loaf, loaves; leaf, leaves; sheaf, sheaves; calf, calves; half, halves; knife, knives.* The noun *staff* has for its plural *stalves*.

7. A few nouns do not follow any of the above rules, but form their plurals in different ways:

As, *man, men, woman, women, ox, oxen, child, children, mouse, mice.*

How do most nouns make their plural?

How do many other nouns make their plural?

How do some nouns ending in *y* make their plural?

How do some nouns ending with *f* or *fe* make their plural?

Mention some nouns that form their plural irregularly.

How many numbers have nouns?

8. *Ans.* Two, Singular and Plural.

Spell the plurals of the the following words: *ox, dish, wish, ally, sash, cry, sky, man, mouse.*

Spell the singular of the following nouns: *flies, knives, wives, loaves, leaves, lives, calves, keys, berries.*

NOTE TO TEACHERS.—Let the class take their Readers, as recommended in the lesson before, and point out the nouns in a page, and tell the number of each. If the noun is in the singular number, let them tell how the plural is formed; and, if in the plural, let them tell what its singular is. In the same manner let the teacher multiply the examples of each lesson succeeding.

LESSON III.

9. The names of males are in the Masculine gender:

As, *man, boy, master, brother, William, father.*

10. The names of females are in the Feminine gender:

As, woman, girl, mistress, sister, Mary, mother.

11. The names of things, neither male nor female, are in the Neuter gender:

As, book, pen, house, table, bench.

12. Names that may stand either for males or females, are in the Cōmmon gender:

As, parent, friend, cousin, bird, squirrel, mouse.

EXERCISES.

Tell the nouns among the following words, and their numbers and genders:

Father, mother, brother, sister, uncle, aunt, husband, son, daughter, wife, hats, shoes, chair, sisters, queens, houses, hens, cow, river, horses, trees, apples, inkstand, quills, caps, swords, musket, princess, maid, lamp, bottles, lady, lion, lioness, hero, prince, man-servant, emperor, rocks, mountain, maid-servant.

The cow gives milk for little boys and girls; the horse carries them on his back. The hen lays eggs. My friend is ill.

George lives in Philadelphia. In the field were two horses, three cows, five hens, and a boy. Where was Eliza going this morning with her little brother? The name of that small boy, with black eyes and dark hair, is Thomas. My cousins have arrived. The birds are singing.

Of what gender are the names of males? Of females? Of things neither male nor female? Of what gender are nouns that may stand either for males or females? Tell which words in the above exercises are nouns, and why? Their number, and why? Their gender, and why?

How many genders have nouns?

13. *Ans.* Four; the Masculine, Feminine, Neuter, and Common.



LESSON IV.

14. The names of particular places and persons are called Proper nouns:

As, London, New York, Louisville, Washington, Franklin, George, Sarah, Mary, Emma.

Proper names always begin with capital letters.

15. Names that stand for a whole class of objects or things are called Common nouns:

The word *tree* is a common noun, as it will apply to *all trees*; the word *book* is a common noun, as it applies to *any book*; For the same reason, man, boy, girl, house, city, village, &c., are common nouns.

EXERCISES.

Tell the nouns among the following words, their numbers, genders, and which are proper nouns, and which are common.

Bird, fish, fly, bee, horse, river, Cincinnati, Robert Fulton, flour, roof, mountain, lake, animal, candle, Ohio river.

There are many steamboats on the Ohio, Mississippi, and Missouri rivers. They carry passengers and freight from Pittsburgh, Wheeling, Cincinnati, Madison, Louisville, St. Louis, Alton, &c., to New Orleans.

Elephants are found in Asia and Africa. The grizzly bear is found in North America. The Amazon is the largest river in the world. It is in South America, and pours its waters into the Atlantic Ocean.

What are proper nouns? Give examples.

How do proper nouns always begin?

What are common nouns? Give examples, and tell why they are common nouns?

What words in the above exercises are proper nouns?—and why? What common?—and why?



LESSON V.

16. Nouns have three Persons.

17. The name of the speaker is the First person:

As, I, *John*, am here. We, the *people* of these United States.

18. The name of the person spoken to, is the Second person:

As, *John*, come here. Little *girl*, where are you going? *William*, bring me your book.

19 The name of the person or thing spoken of is the Third person:

As, *George* has gone home. His *sister* has arrived in *town*. *William* has a new *book*.

EXERCISES.

Tell the nouns in the following sentences, and their numbers, genders, and persons.

The peaches are now ripe upon the trees; and the apples, too—the pears, and the grapes. They are all very nice, and I am exceedingly fond of them. James and William, will you go with me, and gather some of the peaches and pears? Maria, and Jane, will you, too, go with us?

I, Paul, an Apostle of our Lord Jesus Christ. I, James Madison, President of the United States. Martha, you write elegantly. Eliza reads well in her new book, which her father bought for her.

How many persons have nouns? When is a noun of the first person? Give an example of a noun of the first person. When is a noun of the second person? Give an example. When is a noun of the third person? Give an example of a noun of the third person.

What nouns in the above exercises are of the first person? and why?—What of the second person?—and why? What of the third person?—and why?

NOTE TO TEACHERS.—The consideration of the cases of the noun will be deferred till after the learner has formed some acquaintance with the verb.

LESSON VI.

20 The name of any thing is a noun. An Adjective tells what sort of a thing it is, or describes it.

EXAMPLES.

A *new* book. A *good* scholar. A *fine* horse. A *tall* tree. A *ripe* apple. *Sour* grapes. *Sweet* milk.

EXERCISES.

Tell the nouns and adjectives among the following words:

Be a good boy. Get a long lesson. You have a new book. A soft bed. The bad boy said foolish and wicked words. A green leaf in the warm spring. A light feather. A rotten stick.

The little kitten loves sweet milk. The large dog barks. Cold water. A beautiful river with green banks. The well is deep. The night was dark.

A warm fire is pleasant on a cold day. That horse is wild. This painting is more elegant than that. Iron and lead are heavy. A lazy, idle, and dull boy, does not learn a good lesson.

Long, straight hair. The ripe grain is gathered into the new barn. A large house with green shutters. A little girl. A sharp knife cuts well.

What is a noun? What is an adjective? Give examples of adjectives qualifying or describing nouns.

Tell the adjectives in the preceding exercises, and what noun each describes; and tell the number, gender, and person of each noun.

21. Some adjectives tell how many things are meant, or the order in which they are taken, and are called Numeral adjectives:

As, *one, two, three, four*, and so on; and *first, second, third, fourth, fifth, &c.*

22 The following words are called Pronominal adjectives: *this, that, these, those, former, latter, each, every, either,*
b

neither, some, other, another, any, one, all, such, none, own.

The nouns, to which the Pronominal adjectives refer, are frequently understood; that is, they are not written in the sentence, but are to be supplied by the mind, in order to understand the meaning of the writer or speaker: As, *this book is newer than that; these peaches are better than those.* The sense here is, *this book is newer than that book; these peaches are better than those peaches.*

EXERCISES.

Tell the nouns and adjectives in the following sentences:

There are one hundred trees in that orchard. Fifty of them are apple-trees, twenty of them peach-trees, fifteen pear-trees; ten bear plums, and five quinces. The first and second rows bear sour apples; the third, fourth, and fifth rows bear sweet apples.

This is a new book, that is an old one. These desks are better than those. Some of these are badly cut; every one wants a new lock, and all need painting.

What are numeral adjectives? Mention examples. Name those words which are called pronominal adjectives. What words in the above exercises are numeral adjectives, and what nouns do they belong to? What are called pronominal adjectives, and what nouns do they refer to?



LESSON VII.

23. An adjective describes or qualifies a noun. The same adjective may often be so varied as to express three different degrees of the same quality:

As, a *wise* man, a *wiser* man, the *wisest* man.

24. These variations are called Degrees of Comparison, and are three, the Positive, Comparative, and Superlative.

THUS WE HAVE:

<i>Positive,</i>	wise,	tall,	warm,
<i>Comparative,</i>	wiser,	taller,	warmer,
<i>Superlative.</i>	wisest.	tallest.	warmest.

25. We compare an adjective when we tell the Positive, Comparative, and Superlative degrees. As,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Bright,	brighter,	brightest.
Deep,	deeper,	deepest.
Cold,	colder,	coldest.

What is a noun? What does an adjective do to it? May an adjective be so varied as to express different degrees of the same quality?—and how many? Give an example. What are these variations called? Name the three degrees of comparison.

How do you compare an adjective? Compare wise, tall, warm, bright, deep, cold.

26. The Positive degree is the simple form of the adjective, without any change:

As, *wise, tall, high.*

27. The Comparative degree is formed from the positive, by adding to it *r* or *er*: As,

<i>Positive,</i>	wise,	tall,	high,
<i>Comparative,</i>	wiser.	taller.	higher.

Tell the comparative degree of the following ad-

jectives: strong, sweet, clear, hard, rich, great, large, hot, pale.

The following adjectives are in the comparative degree, tell their positive: quicker, longer, swifter, slower, softer, lower, smoother, rougher.

28. The superlative degree is formed from the positive, by adding to it *st* or *est*. As,

<i>Positive,</i>	wise,	tall,	high,
<i>Superlative,</i>	wisest.	tallest.	highest.

Tell the superlative degree of the following adjectives: straight, sharp, dark, light, blind, able, tight.

The following adjectives are in the superlative degree; tell their positive and comparative: coolest, safest, simplest,rossest, sourest, thickest, shortest, weakest, nearest.

EXERCISES.

Tell the adjectives among the following words, and the degree of comparison of each:

He owns a large farm, but lives in a small house. The old bird has five young ones. A tall man and a short one.

This book is newer than that. This elm-tree is taller than that apple-tree. We have warm weather in the spring, warmer weather in autumn, but the warmest in summer. He has a high reputation as a wise man, but a higher reputation as a good man.

The Andes are the highest mountains in America. The Amazon is the largest river in the world. Greenland is the coldest country yet discovered. The diamond is the hardest substance known in nature. Iron is harder than lead; steel is the hardest of the three metals.

What is the positive degree? Give an example.

How is the comparative degree formed? Give examples.

How is the superlative degree formed? Give examples.

What adjectives in the exercises are in the positive degree?

What in the comparative? What in the superlative? Compare each adjective, and tell what noun it qualifies.

LESSON VIII.

29. Many adjectives, particularly those which are words of several syllables, form their comparative and superlative degrees by using *more* and *most* before the positive. As,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Beautiful,	more beautiful,	most beautiful.
Useful,	more useful,	most useful.
Ragged,	more ragged,	most ragged.

Compare the following adjectives:

Benevolent, courageous, sensible, candid, peaceable, quarrelsome, temperate, intelligent.

Healthful, studious, diligent, attentive, useful, delightful.

30. Some adjectives are compared irregularly. As,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad,	worse,	worst.
Much, or Many,	more,	most.
Little,	less,	least.

EXERCISES.

Tell the adjectives in the following sentences, their degrees of comparison, and the nouns they qualify:

Cæsar was a great warrior, and a mighty conqueror. Washington was a brave and prudent general, a wise statesman, a true patriot, and an honest man.

An honest man is the noblest work of God. A boy should be brave, gentle, sincere, and honest. Honesty is the best policy.

Many sheaves of ripe wheat stood in the field. Benjamin Franklin was a poor boy; but, by being diligent in his studies, and industrious and attentive in his business, he became a very learned and great man, and did much service to his country.

How do adjectives of several syllables make their comparative and superlative degrees? Give some examples. Are any adjectives irregular in their comparison? Mention some. Compare good, bad, much, little. Compare each adjective in the foregoing exercises.



LESSON IX.

31. The little words, *a*, *an*, and *the*, are called Articles, and stand before nouns:

As, *a* tree, *a* horse, *an* apple, *the* sun, *the* trees, *the* boat.

32. The articles *a* and *an* are used before nouns in the singular number only:

Thus we say *a* boy, *an* apple, both of which nouns are in the singular number; but we cannot say *a* boys, *an* apples, *a* books, &c.

33. *An* is used before nouns beginning with the letters, *a*, *e*, *i*, *o*, *u*, and *h*,

when it is not sounded in pronouncing the word; and *a* is used before all other words:

Thus we say, *an apple, an inkstand, an hour; and a book, a boy, a house.*

34. The article *the* is used before nouns both of the singular and plural number:

Thus we say, *the boy, or the boys, the apple, or the apples, the book, or the books.*

35. *The* is called the Definite article, as it points out some particular object:

As, *the man, the book. Bring me the book.*

36. *A* and *an* are called Indefinite articles.

They refer to *any* object of the kind meant by the noun, but do not point out definitely *any particular* object or thing: As, *a man, a book. Bring me a book, or an apple, meaning bring me any book, or any apple, and not some particular book, or apple.*

What words are called articles? Give an example of their use. Which belong to nouns in the singular number only? Before what words is *an* used? Which article agrees with nouns both in the singular and plural? Which is called the definite article?—and why? Which are called indefinite?—and why?

EXERCISES.

Tell the articles in the following sentences, and the nouns to which they belong:

A tree. A horse. An apple. Where is the slate?
A foolish child. An honest man. An only child.

Bring me a book. Bring me the book. Give me the apple. Give me an apple. The little boy wishes for a new book.

The diligent scholar rises at an early hour in the morning, and studies his lessons for the day. Give the boy an apple. He gave each of the boys an apple. The teacher gave the scholars a long recess.

Which of the above words are articles? Which are definite articles? With what nouns do they agree? Which are indefinite? To what nouns do they belong?



LESSONS X.

37. The following words are called Prepositions: *Of, to, for, by, with, in, into, within, without, over, under, through, above, below, between, beneath, from, beyond, at, near, up, down, before, behind, on, upon, among, after, about, against, athwart, save, except, along, around, across.*

EXAMPLES.

He went *from* Louisville *to* Cincinnati *in* the steamboat. He travelled *through* Pennsylvania and New Jersey, and arrived safe *at* New York.

EXERCISES.

Tell the prepositions and articles among the following words:

That plant was raised in the green-house. I went with the boys into the orchard. The apples had fallen from the trees, and were scattered over the ground.

James crossed over the river in the ferry-boat in the morning, and returned in the evening.

I walked beyond the farthest house on this street, and stopped under the shade of a large tree.— Charles is in a store across the street.

What words are called prepositions?

Give examples of their use.

Mention three sentences containing prepositions.

LESSON XI.

38. A verb tells what a person or thing *does*, or tells what *is done*, or signifies *to be*, or *to become*.

EXAMPLES.

The little boy *plays*. The old cat *catches* mice. The white kitten *drinks* sweet milk.

The horse *is fed*. The kite *is broken*. The cow *is milked*. The bad boy *is punished*.

The book *is* new. The trees *are* tall. The weather *becomes* warm.

Verbs are so varied in their forms as to show what a person or thing *has done*, or *will do*; what *has been done*, or what *will be done* hereafter: as, he *wrote* a letter yesterday, and he *will write* another to-morrow. The thief *has been punished* once, and *will be punished* again.

EXERCISES.

Tell the verbs, articles, prepositions, nouns and adjectives in the following sentences:

The wind blows. The sun scorches. The fire burns. Dogs bark. Lions roar. John runs. The child cries. Charles may read. Ellen can sing.

Henry and Maria sit under the shade of that

wide-spreading tree. The class had learned the lessons when the teacher came into the room.

The bell has rung, and the boys must come into the school. The cow loves fresh grass. Mary feeds the little birds. They come around her window, and sing to her sweetly.

What is a verb? Mention some examples. What words in the exercises are verbs!—and why?

LESSON XII.

39. When a verb tells that a person or thing does something *to* an object, and takes the name of that object after it, it is called a Transitive verb:

As, William *strikes* Charles. The cat *catches* mice. The wolf *kills* sheep.

EXAMPLES.

John *studies* his lesson. Thomas *loves* his sister. William *broke* his kite. Mary *tore* her apron. Here the verbs *studies*, *loves*, *broke*, and *tore*, tell that the persons *do* or *did* something, and the nouns, *lesson*, *sister*, *kite*, and *apron*, are the names of the *objects* acted upon.

Transitive verbs are sometimes called *Active*.

EXAMPLES.

Tell the verbs in the following sentences, and which are transitive verbs:

The oxen drew the cart. The horse bears heavy burdens. The boy whips his top. The girl reads her book. The squirrel eats corn. The dog catches squirrels.

The wind blows furiously. The ship sails well. My uncle built that ship. This is a new boat, and runs very fast. My brother commands her. I shall go to the city soon, and will buy a new book for Charles.

Jacob had twelve sons; but he loved his youngest son more than he loved any one of the others; and he made for him a coat of many fine colours.

The cows eat grass. The cow likes grass as well as a child likes cake. The pig has destroyed the flowers in the garden. Thomas has a whip, and he will drive the pig into the road.

When is a verb called transitive?

Give several examples of transitive verbs.

What words in the exercises are transitive verbs, and what objects do they take after them?

What are transitive verbs sometimes called?

LESSON XIII.

40. When a verb tells what *is done* to an object, it is called a Passive verb:

As, Charles *is struck* by William. The mice *are caught* in the trap. The boat *is burned*.

The Passive verb not only expresses what *is done*, but may be so varied as to tell what *has been done* in past time, and also what *will be done* in time to come: As, Charles *was struck*, the mice *have been caught*; the books *have been lost*; the boat *will be burned*

EXAMPLES.

The book *was torn*. The boy *was whipped*. Samuel *is loved*. Grammar *is taught* at school. The knife *has been lost* in the street. The boat *had*

been built. The house *will be burned.* The pencil *is found*; but the ball *has been lost.* Here the verbs, *was torn, was whipped, is loved, &c.* are *passive verbs*, as they tell what *is, was, or will be, done* to the objects of which they speak.

EXERCISES.

Point out the passive verbs among the following sentences, and also the transitive verbs:

That peach-tree was planted by my father; it has been killed by the frost. The rose is destroyed. The work was finished yesterday. The road is completed.

The hay and grain are gathered into the barn. The men cut the grass with a scythe, and reaped the wheat and rye with a sickle. The oxen drew them to the barn. The grain will be thrashed from the straw; and the hay will be given to the cattle, sheep, and horses.

Learn your lesson. Is your lesson learned well? Bring your book. Your book is torn. Recite your lesson. Your lesson must be recited. James broke my knife. My knife was broken by James.

When is a verb called passive? Give several examples of passive verbs. Why are, *was torn, was whipped, &c.* passive verbs? Which verbs in the exercises are passive? Which transitive? Tell the objects of the transitive verbs.

LESSON XIV.

41. Those verbs which are not passive, and which do not admit an object

after them, are called Intransitive verbs:

As, to sit, to sleep, to stand, to be, to become.

EXAMPLES.

The dog *barks*. The bird *flies*. The horse *runs*. The cat *lies* on the hearth. That man *seems* to me *to be* melancholy. The boat *glides* gently over the water. The ship *rides* on the waves.

The house *is* old. The road *was* muddy. The streets *were* dusty. Thomas *has been* ill. My brother *will be* here in two hours. The fields *have become* green. The cider *will become* sour in a few weeks. George *went* to the city *to be* a merchant.

Many verbs which signify *to act*, or *to do* something, are called *intransitive* or *neuter* verbs, because they do not admit an *object* after them: thus, *to bark*, signifies to do something; but we cannot say the dog *barks* any thing. We can say he barks *at* something.

The transitive verbs may always be known by their admitting an object after them.

Intransitive verbs are sometimes called *Neuter*.

EXERCISES.

Tell the verbs in the following sentences, which are passive, which transitive, and which intransitive:

The cat caught a mouse. David loved Jonathan. Mary dressed her doll. The dog barks in the street. Horses neigh. The cow gives milk. The lambs play and frisk in the meadow.

The ball was kicked by William. Jonathan was loved by David. The house was burned last night. A diligent boy will be rewarded.

The horse runs. The night is dark. The morning has become cloudy. The little kitten sleeps on the hearth by the fire. John walks in the grove every evening.

What are intransitive verbs? Give examples.

Which of the above are transitive verbs?

Which passive? Which intransitive or neuter?

Which nouns are the objects of the transitive verbs? How do you tell a transitive verb from an intransitive?

LESSON XV.

42. Nouns have three cases, the Nominative, Possessive, and Objective.

43. The noun which does the action expressed by a transitive verb, or by an intransitive verb, is in the Nominative case:

As, the *cat* caught the mouse; the *dog* barks.

EXAMPLES.

The *dog* killed the squirrel. The *wind* blows the smoke. The *fire* consumes the wood. The *horse* eats oats. The *ox* eats grass.

The *bird* flies. The *boat* sails. *Lions* roar. The *dog* growls. The *rabbit* jumps. The *fly* buzzes. The *ground* is dry. The *river* is low. The *day* will be warm. The hot *weather* seems to be past. *Sugar* has become scarce.

44. The noun which receives the action expressed by a passive verb, is in the Nominative case.

EXAMPLES.

John was whipped at school. *Cæsar* was stabbed by Brutus. The *wood* is consumed by the fire. The *squirrel* was killed by the dog. The *temple* was built by Solomon.

EXERCISES.

Tell what nouns are in the nominative case, and what verbs they belong to:

The candle gives light. The sun shines. The stars twinkle. The trees blossom. Some trees bear fruit. The stage carries passengers.

The apples are ripe. The wheat is reaped. The hay is gathered. Bad boys are punished. Good boys are rewarded. Good people will be happy after death. The ship was lost.

How many cases have nouns? Name them.

When is a noun in the nominative case?

Give examples of the nominative case.

In what case is the noun which receives the action expressed by a passive verb? Give examples.

Which nouns in the exercises are nominative to transitive verbs? Which to intransitive? Which to passive?

LESSON XVI.

45. When a noun is the object acted upon by a transitive verb, it is in the Objective case:

As, William struck *Charles*. Here *Charles* is the object of the verb *struck*.

EXAMPLES.

The mill grinds the *corn*. The steam moves the *engine*, and the engine moves the *boat*. Read

your new *book*. Learn your *lesson*. Pigeons eat *rye* and *wheat*. Squirrels will eat *corn* and *chestnuts*. James struck the *ball*.

46. When a noun follows a preposition, and is the object to which it relates, it is in the Objective case:

As, John went to *Cincinnati* in the *steamboat*. Here the nouns *Cincinnati* and *steamboat* are in the Objective case, as they follow the prepositions *to* and *in*, and are the words to which they relate.

EXERCISES.

Tell the nouns in the objective case, and those in the nominative.

Henry wrote a letter with his new steel-pen. The large steamboat towed the flatboat from the Mississippi, up the Ohio river, to Pittsburgh.

George followed the hounds, and the hounds followed the fox. The traveller was killed by robbers. I saw seven wild ducks in the pond.

William killed ten pigeons at one shot, with his new gun. Richard caught five mice in the same trap in one night. George caught twenty small fishes with his new line in the brook.

When is a noun in the objective case? Give examples of the objective case after transitive verbs; and tell what nouns in the exercises follow transitive verbs, and what follow prepositions.

What case of nouns do transitive verbs and prepositions always take after them?

Ans. The Objective case.

LESSON XVII.

47. When a noun tells whose a thing is, or what it belongs to, it is in the Possessive case:

As, *Mary's* book, *William's* hat, the *river's* bank.

EXAMPLES.

Sarah's bonnet. *Charles's* shoe. *Eliza's* pencil. *Samuel's* slate. He went to the *water's* edge. On the *mountain's* misty top.

By what is the possessive case always followed?

The possessive case is always followed by the name of the thing possessed: as *John's coat*. Here *coat*, the name of the thing possessed, follows *John's*, the name of the possessor.

48. In the singular number the Possessive case of nouns is formed by writing an apostrophe (') and the letter *s* after the nominative:

As, *Richard's* knife, *Lucy's* book, *Sarah's* pen.

EXAMPLES.

Washington's example. The *soldier's* bravery. The good *man's* generosity. The *lady's* apron.

Write the possessive case of the following nouns on your slate, or on the black-board: George, Henry, city, state, bird, lion, bear, wolf, child.

49. The Possessive case of nouns
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whose plural ends in *s*, is formed by writing an apostrophe (') after the *s*:

As, *birds'* feathers, the *boys'* hats, the *girls'* books.

EXAMPLES.

Lions' teeth. *Hawks'* claws. *Eagles'* wings.
Goats' horns. *Horses'* hoofs. *Ladies'* bonnets.
Bees' stings.

Write the possessive case of the following nouns in the plural number: hens, chickens, quails, partridges, doves, cities.

The few nouns whose plurals do not end in *s*, such as *man*, *child*, *mouse*, &c., make the possessive case plural by adding an apostrophe (') and an *s* to the nominative, as Nom. Singular, *man*, Nom. Plural, *men*, Possessive Plural, *men's*; Nom. Sing. *child*, Nom. Plur. *children*, Possess. Plur. *children's*.

Write the possessive case plural of the following nouns: woman, ox, goose, foot, tooth, mouse.

50. To decline a noun is to tell its cases and numbers: As,

	Singular.		Plural.	
Nominative case,	Boy,		Boys,	
Possessive case,	Boy's,		Boys',	
Objective case,	Boy,		Boys.	
	Singular.	Plural.	Singular.	Plural.
Nom. Friend,	Friend,	Friends,	Nom. Book,	Books,
Poss. Friend's,	Friend's,	Friends',	Poss. Book's,	Books',
Obj. Friend;	Friend;	Friends.	Obj. Book;	Books.
	Singular.	Plural.	Singular.	Plural.
Nom. Man,	Man,	Men,	Nom. Child,	Children,
Poss. Man's,	Man's,	Men's,	Poss. Child's,	Children's,
Obj. Man;	Man;	Men.	Obj. Child;	Children.

How many numbers have nouns? How is the possessive case of the singular number formed? What is an apostrophe? Give examples of the possessive singular. How is the possessive case of the plural number formed when the plural ends in *s*? How when it does not? Give examples of each. How do you decline a noun? Decline boy, friend, book, man, child, river, girl, dog.

EXERCISES.

Tell the nouns among the following words, and their cases and numbers:

James loves his sister. Charlotte recited her lesson. My mother took care of the little lamb. The fire burns. Idle scholars are reproved by their teachers.

William's book was lost. Charles found it again, and gave it to his brother. Mary's advice was followed by her cousins. Man's happiness is his chief pursuit. William shot four squirrels.

Friends invite friends. Enemies persecute enemies. General Wolf captured the city of Quebec. General Clark captured the British posts at Kaskaskia and Vincennes, in the years seventeen hundred and seventy-eight and seventy-nine. Men should love their enemies.

Which of the above nouns are in the nominative case?—and why? Which in the possessive case?—and why? Which in the objective case?—and why? Which objective cases follow transitive verbs? Which follow prepositions? Which words are numeral adjectives?

LESSON XVIII.

51. A verb tells what any thing does, or what is done to it. An adverb tells *how* it does it, or *when*, or *where*.

EXAMPLES.

James writes *well*. The tree grows *finely*. William learns *fast*. The bird flies *swiftly*. The wind blows *furiously*. Yesterday the general came *here*.

EXERCISES.

Tell the nouns, adjectives, verbs, and adverbs among the following words:

The little lambs skip briskly in the pasture. The boy reads rapidly. The little bird sings sweetly. The sugar dissolves easily in the hot tea.

That young colt trots fast in the road. The good scholar goes early to school. The snail creeps slowly on the old log.

The water runs swiftly over the steep rocks in the creek. The people walked silently to the church. The black cat sits still under the chair.

The moon shines brightly through the trees. An owl sees clearly at night. Water quickly dries up in the hot sunshine. Mary reads elegantly in her new book. Soon the frost will be here again.

What is a verb? What is an adverb?

Give examples of adverbs.

Which of the above words are adverbs?

What verbs do they qualify or describe?

52 Adjectives qualify or describe nouns. Adverbs qualify verbs; and they often qualify adjectives, and sometimes other adverbs and prepositions:

As good man, a *very* good man; an accomplished lady; a *highly* accomplished lady. Here the adverbs *very* and *highly* qualify the adjectives *good* and *ac-*

complished: so, he acted wisely, he acted *very* wisely. Here *very* qualifies the adverb *wisely*.

53. Some adverbs are compared like adjectives:

As, *often, oftener, oftenest; soon, sooner, soonest; sweetly, more sweetly, most sweetly.*

EXERCISES.

Tell the adverbs among the following sentences, and what words they qualify:

The horse ran fleetly. The bird flew very swiftly. The weather is cold. The weather is exceedingly cold far above the clouds.

Though I am often gay, I am oftener sad, but oftenest pensive. Henry will come very soon. William came sooner than I expected. Elizabeth sings very sweetly.

What do adverbs usually describe? What do they describe besides verbs? Give examples. Which of the above words are adverbs? Which qualify verbs? Which adjectives, and which adverbs? Are adverbs ever compared?—and how? Give examples. Compare gaily, wisely, prudently, fiercely, easily, contentedly.

LESSON XIX.

54. The name of any thing, person, or place, is a noun. A Pronoun is a word used *in the place of* a noun.

EXAMPLES.

James studies well; *he* learns fast, and *he* will excel. Emma has a sweet voice, and *she* sings

sweetly. James bought this book and gave *it* to *his* sister.

Here *he* is a pronoun, as it is used in the place of the noun *James*; and *she* is a pronoun, as it is used in the place of the noun *Emma*. *It* is also used in the place of the noun *book*, and *his* is used in the place of *James's*.

By using pronouns we avoid repeating the same noun too often to sound well. Thus, if we had no pronouns, we should be obliged to write the sentences above as follows: James studies well; James leans fast, and James will excel. Emma has a sweet voice, and Emma sings sweetly. James bought this book, and gave this book to James's sister.

The word *Pronoun* means *for a noun*.

55. The following words are Pronouns: *I, thou, he, she, it, who, which*, and sometimes *that*, and *what*:

EXERCISES.

Tell the nouns, pronouns, adjectives, verbs, and adverbs in the following sentences:

I like the book well; it is new, and has many fine stories and beautiful pictures in it. I have read all the stories; they are very interesting, and I think you would like to read them.

I put a hat on my head, and the wind blew it off. You and I must study more, or we shall not learn our lessons, for they are long.

Give that dog to us, and we will teach him to hunt squirrels.

What is a noun?

What is a pronoun? Give examples.

What does the word pronoun mean?

Mention the words that are pronouns.

Which words in the exercises are pronouns?

For what nouns do they stand?

Which are adverbs? What do they qualify?

LESSON XX.

56. Pronouns have genders, numbers, persons, and cases, like nouns; and they are always used precisely as the nouns would be used in their places:

They have two numbers, the singular and plural; four genders, the masculine, feminine, neuter, and common;* three persons, the first, second, and third; and three cases, the nominative, possessive, and objective.

57. The pronoun *I* is of the first person, and is thus declined :

<i>Case.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative,</i>	<i>I,</i>	<i>We,</i>
<i>Possessive,</i>	<i>My, or Mine,</i>	<i>Our, or Ours,</i>
<i>Objective,</i>	<i>Me;</i>	<i>Us.</i>

* The common gender of the pronouns applies only to the plurals of *he* and *she*, the third person masculine and feminine; these in the different cases are, *they*, *their*, or *theirs*, *them*, and may stand for nouns of either the masculine or feminine gender, or for both.

58. The pronoun *Thou* is of the second person, and is thus declined :

Case.	Singular.	Plural.
<i>Nom.</i>	Thou,	Ye, or You,
<i>Possess.</i>	Thy, or Thine,	Your, or Yours,
<i>Obj.</i>	Thee;	You.

59. The pronoun *He* is of the third person, and the masculine gender, and is thus declined :

Case.	Singular.	Plural.
<i>Nom.</i>	He;	They,
<i>Possess.</i>	His,	Their, or Theirs,
<i>Obj.</i>	Him;	Them.

60. The pronoun *She* is of the third person, and the feminine gender, and is thus declined :

Case.	Singular.	Plural.
<i>Nom.</i>	She,	They,
<i>Possess.</i>	Her, or Hers,	Their or Theirs,
<i>Obj.</i>	Her;	Them.

61. The pronoun *It* is of the third person and neuter gender, and is thus declined :

Case.	Singular.	Plural.
<i>Nom.</i>	It,	They,
<i>Possess.</i>	Its,	Their, or Theirs,
<i>Obj.</i>	It;	Them.

62. The pronouns, *I*, *Thou*, *He*, *She*, and *It*, are called Personal pronouns, as each invariably represents the same person:

Thus, *I* and *We* always stand for nouns of the first person; *Thou*, and *Ye*, and *You*, for nouns of the second person; and *He*, *She*, *It*, and *They*, for nouns of the third person.

EXERCISES.

Tell the personal pronouns among the following words, their number, gender, and case:

My father gave [*to*] me a new book; when I have read it, I will lend it to you. I thank you; you are very kind, and your father is very good to you. He has already given [*to*] you three new books this year.

I saw your teachers yesterday. They spoke to me of you in terms of high praise. They said you obeyed cheerfully the regulations of their school, and were making rapid progress in your studies.

William and I are going to the village. We shall see Charles and his cousin Martha there. If you have any message for them, we will deliver it with pleasure. She is a sweet girl, and very sprightly. Have you seen her new piano? It is elegant. She plays well upon it. She played and sung for us the last time we saw her.

William and Henry, why do you not come and see me? Charles, our time is so much occupied with our studies, that we cannot devote an hour to our friends, till the examination of our school

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is past. Then we shall visit you and your brothers. But, in the meantime, come and see us, and tell us what progress you make in your algebra and other studies.

What words are pronouns?

How are Pronouns used?

How many numbers have they?

How many genders? How many persons?

How many cases?—and what?

Of what person and number is the pronoun *I*?

Decline it. How do you decline a noun or pronoun?

Of what person and number is *Thou*? Decline it.

She? Decline it. *It*? Decline it.

What name is given to the five pronouns, *I, thou, he, she, and it*? Why? Decline each personal pronoun in the exercises, and tell what noun it is used for, or refers to.



LESSON XXI.

63. The pronouns, *Who, Which, and That*, are called Relative pronouns, when they *relate* to some word or words going before them, in the place of which they are used.

EXAMPLES.

This is the man, *who did* you the favor. Here *who* relates to *man*, and is used in the place of it.

The *boat, which* was built last winter, was burnt yesterday. Here *which* relates or refers to *boat*, and is used in the place of it. So, The *lady, that* came in the stage last evening, went away this morning. Here *that* refers to *lady*, and is used in the place of it as a nominative to the verb *came*.

The noun or part of a sentence, to which a relative pronoun refers, is called its *antecedent*: as in the examples above, *man* is the antecedent of *who*, *boat* the antecedent of *which*, and *lady* the antecedent of *that*.

The word *antecedent* means *going before*.

64. The pronouns, *Who*, *Which*, and *That*, are used in both numbers, and in all the three persons.

EXAMPLES.

We can say, The *man* who did this, or The *men* who did this; The *book* which I wanted, or The *books* which I wanted; The *boy* that came, or The *boys* that came. In the former part of each of these examples, *who*, *which*, and *that*, stand for nouns in the *singular* number; and in the latter part, the same words (*who*, *which*, and *that*,) stand for nouns in the *plural* number.

So with respect to person: we can say, *I*, who do this, *Thou*, who doest this, or *He*, who does this. In the first of these examples *who* refers to *I*, which is of the *first* person; in the second, to *Thou*, which is of the *second* person; and in the third, it refers to *He*, which is of the *third* person. So we can say, *I* that do this, *Thou* that doest this, or *He* that does this; in one of which examples, *that* refers to the *first* person, in another to the *second* person, and in the third to the *third* person.

65. The Relative pronoun *Who* stands for nouns of either the masculine or feminine gender, and relates to persons only.

EXAMPLES.

We can say, The *man* who owns this house, or The *woman* who owns this house ; The *gentleman* who came in the stage, or the *lady* who came in the stage ; The *boy* who studies grammar, or the *girl* who studies grammar. Here the nouns, *man*, *gentleman*, and *boy*, are of the *masculine* gender ; and the nouns *woman*, *lady*, and *girl*, are of the *feminine* gender ; and yet the same pronoun *who* agrees with each one of them.

66. The Relative pronoun *Which* stands for nouns of the neuter gender, and for the names of animals.

EXAMPLES.

We say, The *book* which I saw, or The *thing* which I saw ; but we cannot say, The *man* which I saw, or The *woman* which I saw.

We cannot say, The lady *which* lives in that house, but The lady *who* lives in that house ; though we can say, The *house* *which* the lady lives in : because, *house* being of the neuter gender, *which* can refer to it.

67. The Relative pronoun *That* stands for nouns of all genders.

EXAMPLES.

The *man* that I saw. She is the *lady* that gave [to] me this book. This is the sweetest *flower* that blooms.

68. The Relative Pronouns, *Who*, *Which*, and *That*, are thus declined :

<i>Case.</i>	<i>Singular.</i>	<i>Plural</i>
<i>Nom.</i>	Who,	Who,
<i>Possess.</i>	Whose,	Whose,
<i>Obj.</i>	Whom;	Whom.

<i>Case.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	Which,	Which,
<i>Possess.</i>	Whose,*	Whose,
<i>Obj.</i>	Which;	Which.

<i>Case.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	That,	That,
<i>Obj.</i>	That;	That.

[*That* has no possessive case.]

That is a pronoun only when it can be changed into *who* or *which* and make sense; and is used mostly to avoid repeating those words too frequently.

EXERCISES.

Tell the relative pronouns among the following words; the number, person, gender, case, and antecedent of each:

And he said, I am your brother Joseph, whom ye sold into Egypt. There stood by me this night the angel of the Lord, whose I am, and whom I serve.

Bring here the book, which lies on the desk. The fruit of that forbidden tree whose mortal taste brought death into the world and all our woe.

She is beloved by all, that know her. Boys, that run away from school, should be punished.

* *Whose*, as the possessive case of *which*, is not often used.

They waste opportunities, that may never return to them.

We naturally love those persons, that love us. Jesus Christ, our Saviour, commands us to love also our enemies; to bless them, that curse us; to do good to them, that hate us; and to pray for them that despitefully use us, and persecute us.

What name is given to the three pronouns, *Who*, *Which*, and *That*?—and why?

Give examples of their use.

What is the *antecedent* of a relative pronoun?

Give an example. Meaning of the word *antecedent*?

For what number are the pronouns, *who*, *which*, and *that* used? Give examples of the use of each.

For nouns of what genders does the relative pronoun *who* stand!

Give examples.

What gender does *which* stand for? Give examples.

Which stands for the names of persons?—which for the names of animals and of things?

For what genders is the relative *that* used? Give examples in each.

Decline *who*, *which*, and *that*.

When is *that* used as a relative pronoun?—and why?

Decline each of the relative pronouns in the exercises, and tell its antecedent.

How does a relative pronoun agree with its antecedent?

Ans. In gender, number, and person.

How then may you always ascertain the number, and person, and gender of a relative pronoun?

Ans. By observing the number, person, and gender of its antecedent.



LESSON XXII.

69. The words *self* and *selves* are sometimes joined to the personal pro-

nouns, and form what are called Compound Personal Pronouns; as *myself*, *thyself*, *himself*, *herself*, and *itself*. They are used only in the nominative and objective cases, and are thus declined:

<i>Case.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	Myself,	Ourselves,
<i>Obj.</i>	Myself;	Ourselves.
<hr/>		
<i>Nom.</i>	Thyself, or Yourself,	Yourselves,
<i>Obj.</i>	Thyself, or Yourself;	Yourselves.
<hr/>		
<i>Nom.</i>	Himself,	Themselves,
<i>Obj.</i>	Himself;	Themselves.
<hr/>		
<i>Nom.</i>	Herself,	Themselves,
<i>Obj.</i>	Herself;	Themselves.
<hr/>		
<i>Nom.</i>	Itself,	Themselves,
<i>Obj.</i>	Itself;	Themselves.

EXERCISES.

Point out the compound personal pronouns; tell their cases, and what personal pronouns they are derived from:

I myself did this work. I flatter myself that it is well done. We will divide the profits among ourselves. Trust not thyself too far. I take all the blame upon myself.

You wronged yourself to write in such a case. If he blame any person, he should blame himself. The lady herself gave it to me.

He will ruin himself, if he does not mend his

habits. The stone cannot raise itself from the ground.

70. The word *own* is joined to the possessive case of the personal pronouns, forming a kind of Compound Personal Pronoun, which is used only in the possessive case: as *my own*, or *mine own*, *our own*, *thy own*, or *thine own*, *your own*, *his own*, *her own*, *its own*, and *their own*.

EXAMPLES.

This is *my own* book. *Thine own* glory. *Our own* interest. Consult *your own* wishes. It is *his own* fault. She is delighted with *her own* praise. Virtue is *its own* reward. It will be for *their own* advantage.

The word *own*, thus added to the possessive case of the personal pronoun, strengthens the idea of *possession*: as This is my book, This is *my own* book. The idea of the book's being mine is impressed more strongly by the latter expression than by the former.

To what pronouns are *self* and *selves* sometimes joined? What words are thus formed? What are they called? Decline them. In what case are they used?

What words in the exercises are compound personal pronouns?

What pronominal adjective is frequently added to the possessive case of the personal pronouns? What words are thus formed? Give examples. For what purpose is *own* thus added? Show its force by an example.

LESSON XXIII.

71. The word *What* is called a Compound Relative Pronoun, when it means *that which, the thing which, those which, or the things which*:

As, Pay me *what* you owe me; that is, Pay me *that, which* you owe me.

EXAMPLES.

He gave me *what* [*that which*] I asked. They know not *what* [*that which*] they do. That is *what* [*the thing which*] I wanted. I thank you for the books which you sent to me; they are *what* [*those which*] I have long wished to read.

When *what* is a Compound Relative Pronoun, the antecedent, or subject to which it refers, is contained in itself. This will be seen by the examples above: as, That is *what* I wanted, being equivalent to, That is *the thing*, which I wanted. In all such cases, the words *that, those, thing, or things*, two of which are pronominal adjectives, and two of which are nouns, are implied in *what*, and are the antecedents.

72. The pronouns, *Who, Which, and What*, are sometimes joined to the words *ever* and *soever*, forming the Compound Relative Pronouns *whoever, whichever, whatever, whosoever, whithsoever, and whatsoever*.

EXAMPLES.

Whosoever travels that way, will meet with difficulty. Here are five good horses; take *whichever* you please, and let us ride into the country. *Whosoever* will lose his life for my sake, shall find it. *Whatsoever* ye would that men should do unto you, do ye even that to them.

73. *Who*, *which*, and *what*, are called Interrogative Pronouns, when they are used in asking questions:

As, *Who* is he? *Which* is the better road? *What* are you doing?

EXAMPLES.

Who is that gentleman? *Who* do men say that I am? *What* would you have me do? Here are two roads; *which* shall we take? *Who* has been here lately? For *what* is that building intended? For *whom* is this book intended? For *which* party do you vote?

Which and *What*, when they ask questions, are generally pronominal adjectives, and belong to nouns either expressed or understood; as, *What* book have you? *Which* road will you take? *What* boat do you like best? In *what* ship do you sail? For *what* port are you bound?

74. Every Pronoun must always be of the same number, gender, and person, as the noun in the place of which it is used.

EXERCISES.

Tell the pronouns among the following words, and the number, person, gender, and case of each.

I am happy to see you. Nathan said to David, Thou art the man. He is an accomplished gentleman. She is an elegant lady. I am reading a new book, and like it much. He gave thee an inkstand with a silver pen in it. Bring me the book.

Black-Hawk was an Indian chief, and a great warrior, and fought against the white men bravely; but he was finally conquered by them, and he and his son were made prisoners.

I hope you will come and play with me, on the first holyday that your teacher gives to his scholars. I will show you the beautiful little book which my mother gave me last Christmas.

Scholars, have you learned your lessons thoroughly? I will hear you recite them soon. Charles, come and read; bring your slate and pencil with you. John, tell William to come into my room, and bring with him the book that I gave him.

I am the person, whom you seek. I gave the orange to the boy, whose name is Edward. I myself will attend to this business. He can blame no one except himself.

Whosoever she may be, she conducted herself like a lady. He will give to you whatever you ask. I will bring in whomsoever you shall name.

When is *what* a compound relative pronoun? Give examples. To which pronouns are *ever* and *soever* sometimes joined? What words are thus formed? What are they called? How must the pronoun always agree with the noun for which it is used?

Which of the above words are pronouns? For what nouns do they stand?

LESSON XXIV.

75. Words used to express fear, sur-

prise, wonder, joy, grief, and the like, are called Interjections: as, *Oh! Ah! Alas!*

EXERCISES.

Tell the interjections in the following sentences:

O Liberty!—sound once delightful to every Roman ear. Hail, to your lordship. Hallo! traveller; whither are you going?

Oh, blissful days! Ah me! how soon ye pass! O! fie! there is no such thing. Lo! he comes. Pshaw! it is all nonsense. Hurrah! for the ben-nets of blue.

What are interjections?

Give examples of interjections.

Which of the above words are interjections?

LESSON XXV.

76. Words used only to *join* other words, or sentences, and parts of sentences, are called Conjunctions.

The following words are conjunctions:

And, that, both, then, since, for, because, but, than, either, or, as, if, though, therefore, wherefore, nor, lest, yet, unless, either, neither, notwithstanding.

EXAMPLES.

A book *and* pen. James *and* William. He is taller *than* I am. Send me a pen *or* a knife.

EXERCISES.

Tell the conjunctions in the following sentences, and what words are connected by them:

A new *and* beautiful book. A wiser man *than*

Socrates. A straight and tall tree. A deep and rapid river. Henry and Thomas are good scholars.

I study that I may learn. I love him, because he is good. He will prosper, as he is diligent, and attentive to his business.

We regret his absence, for he was a great favorite among us. I liked him, notwithstanding he had many strange peculiarities.

He boasted much, but did little. He read and spelled well, but wrote badly.

What are conjunctions?

Name the list of conjunctions.

Which words in the above exercises are conjunctions?

What words do they connect?

LESSON XXVI.

77. Words ending with *ed* and *ing*, derived from verbs, and agreeing with nouns like adjectives, are called Participles.

EXAMPLES.

We left Jane *studying* her lesson. We saw a squirrel *running* up a tree. The child is *crying*. James is *eating* an apple. He died *lamented* by all. A picture *painted* by the artist. The general marched through the country, *driving* the troops of the enemy before him.

In the examples above, the participle *studying* is derived from the verb *to study*, and belongs to the noun *Jane*; as she is the person *studying her lesson*. So *running* is derived from the verb *to run*, and be-

longs to *squirrel*; *crying*, from the verb *to cry*, and belongs to *child*.

Some participles do not end with *ing* or *ed*. As, from the verb *to write*, we have *written*; from the verb *to break*; we have *broken*, from the verb *to draw*, we have *drawn*; from the verb *to go*, we have *gone*; and many others in this way.

The participles *being* and *having* are often used before the other participles, forming with them Compound Participles: as, *being loved*, *having loved*, *being whipped*, *having whipped*.

Also, *having been*, which is itself a compound participle, is used before other participles forming with them other compounds: as *having been loved*, *having been whipped*, *having been seen*.

Participles ending with *ing*, and derived from transitive verbs, have an *object* after them, like the verbs from which they are derived: As, I saw the hound *pursuing* the fox: I found her *studying* her lesson; The boy is *reading* his new book.

EXERCISES.

Tell the participles in the following sentences, the verbs from which they are derived, and the nouns to which they belong:

Time wasted in idleness, when we are young, is a loss we can never repair. He grew up in youth neglected. He sent me a letter, written with red ink, and sealed with a black seal.

I have a note signed by two brothers. He came running, and singing, and leaping. He is studying his lesson.

They were marrying and giving in marriage till

the day that Noah entered into the ark. He lived respected, and died lamented.

Time is hurrying us rapidly along. 'The Ohio is rising daily.

'The sun having risen, darkness disappeared. Being reproved for his faults, he promised to mend his ways. Having been flattered by every body, the girl became vain and conceited.

Thomas believed the story, it having been told to him by so many different persons. A fox having been seen on the hills, we let loose the pack of hounds.

What are participles? Give some examples of participles.

Are there any participles that do not end with *ed* or *ing*? Give examples? How are compound participles formed? Give examples of those formed with *being*, *having*, and *having been*. Point out in the exercises the participles and compound participles.

What case do participles ending in *ing* and derived from transitive verbs take after them?

Ans. The Objective case.

LESSON XXVII.

78. Verbs have Modes, Tenses, Persons, and Numbers.

79. The Modes of verbs are the forms which they take to show the *manner* or *mode* of the action or existence, expressed by them:

Thus, the expressions, he *reads*, *let him read*, he *may read*, *if he should read*, and *to read*, all give us

an idea of the same action, *reading*; but each expression shows the action under a different form or mode. In the first case, *he reads*, the action is *declared* or *asserted* directly; in the second, *let him read*, the action is *commanded* to be done; in the third, *he may read*, the action is *permitted* to be done, or is *possible*; in the fourth, *if he should read*, a *supposition* is made, or a doubt is expressed, respecting the action; and the fifth form merely indicates the action *to read*, without asserting who reads.

80. When a verb declares a fact directly, it is in the Indicative mode :

As, William *reads*; Maria *studies* her lesson.

EXAMPLES.

Dogs *bark*. Birds *sing*. Wolves *howl*. Lions *roar*. Fishes *swim*. Rabbits *jump*.

Caroline *recited* her lesson well. James *made* a kite. My father *will buy* me a new hat. Henry *has lost* his knife. Thomas *had lost* his pencil before he came to school.

The word *to indicate* means *to declare*, and *indicative* means *declaring* or *declarative*.

EXERCISES.

Tell which of the verbs in the following sentences are in the indicative mode:

Sir Francis Drake sailed round the world. Columbus discovered America in the year fourteen hundred and ninety-two. Peter the Great built St. Petersburg, the capital of the Russian empire.

General Arnold was a traitor to his country.

Let me see that book. Let us walk in the grove. If he would study, he might learn.

I wish you would go and call John. He is coming. My mother will be here in a week, and I shall certainly be very glad to see her. My brother will also come with her.

What have verbs?

What are modes?

Give examples of the different ways in which a verb may express the same action.

When is a verb in the indicative mode?

Give examples of this mode.

What does the word indicative mean?



LESSON XXVIII.

81. When a verb commands, or exhorts, or entreats, it is in the Imperative mode :

As, go thou, remember thou his commands.

EXAMPLES.

Study your lesson. *Attend* to your business. *Honor* thy father and mother. *Swear* not. *Be* kind to all men. *Respect* thyself. *Know* thyself. *Reverence* thyself. *Come* into the house. *Go* into the garden. *Remain* at home.

The word *imperative* means *commanding*; and this is called the imperative mode, because it is used mostly for *commanding*.

82. A verb that has *to* before it, is in the Infinitive mode :

As, to see, to hear, to read, to write.

EXAMPLES.

I wish *to go* home. He desires *to learn*. She is going *to ride*. You may expect *to receive* a letter. The ship is advertised *to sail* to-morrow. Your brother wishes *to see* you. My father has written for me *to come* home. Your sister loves *to read*. You love *to play*.

Some words in the infinitive mode have the sign *to* understood—that is, not written before them, but to be supplied by the mind: as, I heard him *say*, that is, I heard him [*to*] *say*; I bade him [*to*] *do* it; he dares [*to*] *do* any thing.

EXERCISES.

Tell which verbs are in the imperative mode, and which in the infinitive mode:

Come home from school early this evening. Play not by the way. Bring your books with you. I have promised to ride to town this morning.

My father has gone to purchase some land, and we do not expect him to return before to-morrow evening. William has gone to the postoffice to inquire for letters.

Write a letter to your cousin, and send her a new book. She will be glad to hear from you. How I should like to see her.

Bring me a chair. Come and see me. I am going to visit my uncle next week. He has promised to hunt deer with me.

When is a verb in the imperative mode? Give examples.

What is the meaning of the word imperative?

When is a verb in the infinitive mode? Give examples?

Have all the verbs in the infinitive mode the sign *to* written before them? Give an example of one that has not.

LESSON XXIX.

83. When verbs have either *may*, *can*, *must*, *might*, *could*, *would*, or *should*, joined with them, they are said to be in the Potential mode:

As, John *may go*, I *must stay*, you *should study*.

EXAMPLES.

He *may do* as he pleases. You *must run* fast. He *might learn* if he *would study*. He *could do* the work well. You *should read* in some useful book every day. He *may have heard* a different story. The work *might have been accomplished*. She *must have worked* very diligently to complete so long a task.

84. When verbs follow conjunctions of doubt or supposition, as *if*, *though*, *lest*, *unless*, and the like, they are in the Subjunctive mode :

As, *if he ask* me, I will do it; *though he deserve* no mercy, I will pardon him.

EXAMPLES.

If I find the book, I will send it to you. *Though he slay* me, yet will I trust in him. Take good care of yourself, *lest you injure* your health. We shall not succeed, *unless we exert* ourselves very much.

Sometimes the conjunctions before verbs in the subjunctive are not expressed, but are to be understood in the sentence: as, *Had he asked* me, I should have refused him; *had he studied* well, he would

have recited better. that is, *If* he had asked me, I should have refused him; and *if* he had studied well, he would have recited better.

EXERCISES.

Point out the verbs, and tell the mode of each:

He may do well, if he will try. If I spend this week with you, you must spend the next with me. Boys should be studious, if they wish to acquire a good education.

I study that I may learn. We must be diligent and attentive, if we hope to become successful in any business. He should be ashamed of his conduct.

If ye love me, keep my commandments. They who will not work, should not eat. You may have heard the story before. The company of idle and vicious persons should be shunned by every good boy.

If you obey the commandments of God, and love and fear him, you will be happy. Do good to all men.

When are verbs said to be in the potential mode? Give examples of the potential mode. When are verbs said to be in the subjunctive mode?

Give examples of the use of this mode.

Is the conjunction ever omitted in writing the subjunctive mode? Give examples of its omission.

How many modes have verbs?

85. Ans.—Five; the Indicative, the Imperative, the Infinitive, the Potential, and the Subjunctive.

LESSON XXX.

86. Verbs have Tenses, which show the time of the action expressed by the verb:

As, I *write* to-day, I *wrote* yesterday, I *shall write* to-morrow.

87: When a verb tells what is doing *now*, it is in the Present tense:

As, I *walk*, He *reads*, She *studies*.

EXAMPLES.

The boy *plays*. The girl *learns*. The trees *bear* fruit. James *studies* arithmetic. Henry *is pleased* with the fine horse. She *is* an amiable girl.

88. When a verb tells what was done before the present time, it is in a Past tense:

As, I *walked* this morning, he *rode* yesterday, the stage *has gone*.

EXAMPLES.

I *wrote* a letter yesterday. He *came* from New York last week. I *saw* your brother last evening. I *had learned* my lesson before you *came*. I *have finished* my letter. I *heard* a different story. John *told* it to me before you *came*.

89. When a verb tells what will be done hereafter, it is in a Future tense:

As, I *shall write* to-morrow, he *will return* to-day.

EXAMPLES.

I *shall see* my brother next week. My father *will come* to-night. Henry *will finish* his lesson in an hour. He *will have written* his letter before the stage starts for the city. It *will rain* this evening. I *shall find* him if I can.

EXERCISES.

Tell which verbs express present time, which past time, and which future time:

I am writing a letter to-day; I wrote three letters yesterday; and shall write, perhaps, four to-morrow. Two boats started yesterday, and two more will start to-morrow.

The river is now rising rapidly, and will continue to rise for two or three days. It rained yesterday, and rains a little now.

The apples will soon be ripe on the trees, and then we will gather them. The corn grows rapidly, and the harvest will soon come.

My uncle had scarcely taken possession of his new house, when it caught fire, and was burned. William has just returned from the country.

What do the tenses of verbs show? When is a verb in the present tense? Give examples of a present tense. When is a verb in a past tense? Give examples of a past tense. When is a verb in a future tense? Give examples of a future tense.

What are the three principal divisions of time?

90. *Ans.* The Present, the Past, and the Future.

LESSON XXXI.

91. When a verb tells what is doing *now*, it is in the Present tense :

As, *I write, I learn, I read, you play.*

The present tense always speaks of an action that takes place, or is taking place, at the time in which it is mentioned. In other words, it tells what is doing *now*: *I study, or I am studying.*

92. Past actions are expressed by verbs in three different ways, which are called the Perfect, Imperfect, and Pluperfect tenses:

As, *I have written, I wrote, I had written.*

Thus we can say, *I have written a letter*; this is called the *perfect* tense. Or we can say, *I wrote a letter*; this is called the *imperfect* tense. Or we can say, *I had written a letter*; this is called the *pluperfect* tense.

93. When a verb tells what has been done within a period of past time not yet completed, it is in the Perfect tense :

As, *I have written a letter.*

What are the signs of the perfect tense?

Have, has, and hath, joined to the principal verb, are the signs of the perfect tense.

EXAMPLES.

I have seen your brother this morning. He *has* just *come* into the city. The Lord *hath delivered* me

from mine enemies. Richard *has recited* his lesson. The boys *have gone* out fishing. The ship *has sailed* for Liverpool.

94. When an action is merely said to have been done, without any reference to the time when it was done, it is said to be in the imperfect tense: as, I *wrote* a letter.

EXAMPLES.

He *went* to town. I *came* home from school. I *saw* your friend in the city. I *read* the book which you lent me. The horse *ran* away with the carriage.

95. When the verb tells what had happened before something else that is mentioned as past, it is said to be in the Pluperfect tense:

As, I *had written* my letter when he arrived.

What are the signs of the Pluperfect tense?

Had and *hadst*, joined to the principal verb, are the signs of the pluperfect tense.

EXAMPLES.

I *had learned* my lesson, when the teacher came. The ship *had sailed*, before he reached Boston. The class *had been* reciting a half hour, when you came. If thou *hadst served* thy God as faithfully, as thou hast served thy king, he would not thus have cast thee off in thy grey hairs.

In each of these examples two actions are men-

tioned, and one is said to have taken place before the other. In the first, *the learning of the lesson*, and the *coming of the teacher*, are stated to have taken place; but the lesson is said to have been *learned before the teacher came*.

EXERCISES.

Tell the modes of the verbs, and what are in the present, what in the perfect, what in the imperfect, and what in the pluperfect tenses:

I rise every morning early, and study my lesson for the day. James has studied well all day. I sent a letter by the mail. I saw your cousin in the stage-coach.

I have read the book which you sent to me, and I like it very much. I had been wishing, for a long time, to read it, and you did me a great favor by sending it.

I called at your room, but you were not at home. I passed you in the street, but you did not see me.

What tense tells what is doing *now*? Give examples of the present tense. By how many tenses are past actions expressed? Name them. Give examples of each.

When is a verb in the perfect tense? What are the signs of this tense? Give examples of the perfect tense.

When is a verb in the imperfect tense? Give examples of this tense. When is a verb in the pluperfect tense? What are the signs of this tense? Give examples of verbs in the pluperfect tense. How many past actions are always referred to by this tense?—and how do they differ in time? Give an example.

 LESSON XXXII.

96. Verbs express future actions by two tenses, called the First Future and the Second Future: f

As, *I shall write*; *I shall have written* my letter, when my brother arrives.

In the former of these examples, *I shall write*, only one future action is mentioned; and it is simply stated that it will take place. This is in the First future tense. In the latter example, *I shall have written my letter when my brother arrives*, two future actions are spoken of; namely, the writing of my letter, and the arrival of my brother; and it is stated that the one will be accomplished by the time the other takes place. This is the Second future tense.

97. The signs of the First future tense are *shall* and *will*, or *shalt* and *wilt*.

EXAMPLES.

I shall go to the city to-morrow. You *will like* this fruit. Your brother *will come* to-morrow. I *shall write* a letter to-day. You *will be pleased* with the book. This work *shall be done* by the next week. Thou *shalt not steal*. Thou *wilt never forget*.

98. The signs of the Second future tense are, *shall have* and *will have*, or *shalt have* and *wilt have*.

EXAMPLES.

I shall have learned my lesson before the teacher comes. He *will have accomplished* his business before the boat starts. Thou *wilt never have done* troubling me.

99. Verbs are said to have three per-

sons, the First, Second, and Third; and two numbers, the Singular and Plural.

100. The verb is always said to be in the same person and number as the noun, or pronoun, which is in the nominative case to it.

Thus, in the expression *I write*, the verb *write* is said to be of the *first person* and the *singular number*, because its nominative case, *I*, is of that person and number. And in the sentence, *We write*, the verb *write* is said to be of the first person, and the plural number, because its nominative, *we*, is of that person and number.

EXAMPLES.

	<i>Singular Number.</i>	<i>Plural Number.</i>
<i>First Person,</i>	I write,	We write,
<i>Second Person,</i>	Thou writest,	Ye, <i>or</i> you, write.
<i>Third Person,</i>	He writes;	They write.

	<i>Singular Number.</i>	<i>Plural Number.</i>
<i>First Person,</i>	I learn,	We learn,
<i>Second Person,</i>	Thou learnest,	Ye, <i>or</i> you. learn,
<i>Third Person,</i>	He learns;	They learn.

EXERCISES.

Tell the mode, tense, person, and number of the verbs in the following sentences:

Joseph interprets the dreams of the two officers of Pharaoh.

About one year after Joseph had been put in jail, the chief butler and the chief baker offended the king; and they were both put into the same

jail with Joseph. When some time had passed away, they both had dreams, showing them what would happen to them.

Joseph went in early to them; and when he saw they were sad, he said to them, why are your faces so sad? They answered, 'We have had dreams, and no person can tell us what they mean.' Joseph said, 'The Lord can tell the meaning of them: let me hear what you have dreamed.'

Then the chief butler first told his dream in these words: 'I saw a vine before me, which had three branches: it began gradually to bud; presently the flowers came out; and then the grapes grew and ripened. The king's cup was in my hand. I gathered the grapes, pressed them in the cup, and handed the drink to the king.'

Joseph answered: 'This is the meaning of your dream. The three branches are three days; after which the king will remember your services, and will restore you to his favor: you will give the cup to him as you used to do. Remember me when you are safe: pity my situation, and speak well of me to the king, that he may take me out of jail.'

Joseph also explained the dream of the chief baker; yet the chief butler forgot him before the king.

How many tenses have verbs to express future actions? Name them, and show the difference between them by examples. What words are the signs of the first future tense? Give examples of verbs in this tense. What words are the signs of the second future tense? Give examples of the second future tense. How many persons have verbs?—what determines the person and number of a verb? Give examples.

LESSON XXXIII.

101. Verbs are divided into Regular and Irregular verbs, according to the manner in which they form certain tenses.

102. When a verb forms its imperfect tense of the indicative mode, and its past or perfect participle, by adding *d*, or *ed*, to the verb in the present tense, it is called Regular; in other cases, Irregular: As,

	<i>Pres. tense.</i>	<i>Imperfect tense.</i>	<i>Perfect Participle.</i>
Regular.	I favor,	I favored,	favored.
	I love,	I loved,	loved.
	I fear,	I feared,	feared.
Irregular.	I am,	I was,	been.
	I go,	I went,	gone.
	I write,	I wrote,	written.

103. To conjugate a verb, is to name, in regular order, its different modes, tenses, persons, and numbers.

The regular verb *to love*, and the irregular verb *to be*, are conjugated as follows:

INDICATIVE MODE.

Transitive Verb.	Passive Verb.	Intransitive Verb.
	<i>Present Tense.</i>	
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1 Pers. I love,	1 Pers. I am loved,	1 Pers. I am,
2 Pers. Thou lovest,	2 Pers. Thou art loved,	2 Pers. Thou art,
3 Pers. He loves;	3 Pers. He is loved;	3 Pers. He is.

Plural.

- 1 We love,
2 Ye or You love,
3 They love.

Plural.

- 1 We are loved,
2 Ye or You are loved,
3 They are loved.

Plural.

- 1 We are,
2 Ye or You are,
3 They are.

*Imperfect Tense.**Singular.*

- 1 I loved,
2 Thou lovedst,
3 He loved;

Singular.

- 1 I was loved,
2 Thou wast loved,
3 He was loved;

Singular.

- 1 I was,
2 Thou wast,
3 He was.

Plural.

- 1 We loved,
2 Ye or you loved,
3 They loved.

Plural.

- 1 We were loved,
2 Ye or You were loved,
3 They were loved.

Plural.

- 1 We were,
2 Ye or you were,
3 They were.

*Perfect Tense.**Singular.*

- 1 I have loved,
2 Thou hast loved,
3 He has loved;

Singular.

- 1 I have been loved,
2 Thou hast been loved,
3 He has been loved;

Singular.

- 1 I have been,
2 Thou hast been,
3 He has been;

Plural.

- 1 We have loved,
2 Ye or you have loved,
3 They have loved.

Plural.

- 1 We have been loved,
2 Ye or you have been loved,
3 They have been loved.

Plural.

- 1 We have been,
2 Ye or you have been,
3 They have been.

*Pluperfect Tense.**Singular.*

- 1 I had loved,
2 Thou hadst loved,
3 He had loved;

Singular.

- 1 I had been loved,
2 Thou hadst been loved,
3 He had been loved;

Singular.

- 1 I had been,
2 Thou hadst been,
3 He had been;

Plural.

- 1 We had loved,
2 Ye or you had loved,
3 They had loved.

Plural.

- 1 We had been loved,
2 Ye or you had been loved,
3 They had been loved;

Plural.

- 1 We had been,
2 Ye or you had been,
3 They had been.

*First Future Tense.**Singular.*

- 1 I shall or will love,
2 Thou shalt or wilt love,
3 He shall or will love;

Singular.

- 1 I shall or will be loved,
2 Thou shalt or wilt be loved,
3 He shall or will be loved;

Singular.

- 1 I shall or will be,
2 Thou shalt or wilt be,
3 He shall or will be;

INTRODUCTORY LESSONS.

Plural.

- 1 We shall or will love,
- 2 Ye or you shall or will love,
- 3 They shall or will love.

Plural.

- 1 We shall or will be loved,
- 2 Ye or you shall or will be loved,
- 3 They shall or will be loved.

Plural.

- 1 We shall or will be,
- 2 Ye or you shall or will be,
- 3 They shall or will be.

Second Future Tense.

Singular.

- 1 I shall have loved,
- 2 Thou wilt have loved,
- 3 He will have loved;

Singular.

- 1 I shall have been loved,
- 2 Thou wilt have been loved,
- 3 He will have been loved;

Singular.

- 1 I shall have been,
- 2 Thou wilt have been,
- 3 He will have been,

Plural.

- 1 We shall have loved,
- 2 Ye or you will have loved,
- 3 They will have loved.

Plural.

- 1 We shall have been loved,
- 2 Ye or you will have been loved,
- 3 They will have been loved.

Plural.

- 1 We shall have been.
- 2 Ye or you will have been,
- 3 They will have been.

POTENTIAL MODE.

Present Tense.

Singular.

- 1 I may or can love,
- 2 Thou mayst or canst love,
- 3 He may or can love;

Singular.

- 1 I may or can be loved,
- 2 Thou mayst or canst be loved,
- 3 He may or can be loved;

Singular.

- 1 I may or can be
- 2 Thou mayst or canst be,
- 3 He may or can be;

Plural.

- 1 We may or can love.
- 2 Ye or you may or can love,
- 3 They may or can love.

Plural.

- 1 We may or can be loved,
- 2 Ye or you may or can be loved,
- 3 They may or can be loved.

Plural.

- 1 We may or can be,
- 2 Ye or you may or can be,
- 3 They may or can be.

Imperfect Tense.

Singular.

- 1 I might, could, would or should love,
- 2 Thou mightst, couldst, wouldst, or shouldst love,
- 3 He might, could, would, or should love;

Singular.

- 1 I might, could, would or should be loved,
- 2 Thou mightst, couldst, wouldst, or shouldst be loved,
- 3 He might, could, would, or should be loved;

Singular.

- 1 I might, could, would, or should be,
- 2 Thou mightst, couldst, wouldst, or shouldst be,
- 3 He might, could, would, or should be;

Plural.

- 1 We might, could, would, or should love,
- 2 Ye or you might, could, would, or should love,
- 3 They might, could, would, or should love.

Plural.

- 1 We might, could, would, or should be loved,
- 2 Ye or you might, could, would, or should be loved,
- 3 They might, could, would, or should be loved.

Plural.

- 1 We might, could, would or should be,
- 2 Ye or you might, could, would, or should be,
- 3 They might, could, would, or should be.

*Perfect Tense.**Singular.*

- 1 I may or can have loved,
- 2 Thou mayst or canst have loved,
- 3 He may or can have loved;

Singular.

- 1 I may or can have been loved,
- 2 Thou mayst or canst have been loved,
- 3 He may or can have been loved;

Singular.

- 1 I may or can have been,
- 2 Thou mayst or canst have been.
- 3 He may or can have been;

Plural.

- 1 We may or can have loved,
- 2 Ye or you may or can have loved,
- 3 They may or can have loved.

Plural.

- 1 We may or can have been loved,
- 2 Ye or you may or can have been loved,
- 3 They may or can have been loved.

Plural.

- 1 We may or can have been,
- 2 Ye or you may or can have been,
- 3 They may or can have been.

*Pluperfect Tense.**Singular.*

- 1 I might, could, would, or should have loved,
- 2 Thou mightst, couldst, wouldst, or shouldst have loved,
- 3 He might, could, would or should have loved.

Singular.

- 1 I might, could, would, or should have been loved.
- 2 Thou mightst, couldst, wouldst, or shouldst have been loved,
- 3 He might, could, would, or should have been loved.

Singular.

- 1 I might, could, would, or should, have been,
- 2 Thou mightst, couldst, wouldst, or shouldst have been.
- 3 He might, could, would, or should have been.

Plural.

- 1 We might, could, would, or should have loved,
- 2 Ye or you might, could, would, or should have loved,
- 3 They might, could, would, or should have loved.

Plural.

- 1 We might, could, would, or should have been loved,
- 2 Ye or you might, could would, or should have been loved,
- 3 They might, could would, or should have been loved.

Plural.

- 1 We might, could, would, or should have been,
- 2 Ye or you might, could, would, or should have been,
- 3 They might, could, would, or should have been.

SUBJUNCTIVE MODE.

Present Tense.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1 If I love,	1 If I be loved,	1 If I be,
2 If thou love,	2 If thou be loved,	2 If thou be,
3 If he love,	3 If he be loved,	3 If he be.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1 If we love,	1 If we be loved,	1 If we be,
2 If ye or you love,	2 If ye or you be loved,	2 If ye or you be,
3 If they love.	3 If they be loved.	3 If they be.

Imperfect Tense.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1 If I loved,	1 If I were loved,	1 If I were,
2 Thou lovedst,	2 If thou wert loved,	2 If thou wert,
3 If he loved,	3 If he were loved,	3 If he were.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1 If we loved,	1 If we were loved,	1 If we were,
2 If ye or you loved,	2 If ye or you were loved,	2 If ye or you were,
3 If they loved.	3 If they were loved.	3 If they were.

The Present and Imperfect tenses of the Subjunctive Mode are often written in another form, differing from the Indicative only by having the conjunction before them. This is called the Indicative form, and the other the Subjunctive form, of the mode. Thus by the Indicative form we have:

Present Tense.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1 If I love,	1 If I am loved,	1 If I am,
2 If thou lovest,	2 If thou art loved,	2 If thou art,
3 If he loves,	3 If he is loved,	3 If he is.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1 If we love,	1 If we are loved,	1 If we are,
2 If ye or you love,	2 If ye or you are loved,	2 If ye or you are,
3 If they love.	3 If they are loved.	3 If they are.

Imperfect Tense.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1 If I loved,	1 If I was loved,	1 If I was,
2 If thou lovedst,	2 If thou wast loved,	2 If thou wast,
3 If he loved,	3 If he was loved,	3 If he was,
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1 If we loved,	1 If we were loved,	1 If we were,
2 If ye or you loved,	2 If ye or you were loved,	2 If ye or you were,
3 If they loved.	3 If they were loved.	3 If they were.

[The remaining tenses of this mode are like those of the Indicative, with the addition of *if*, or *though*, or some similar conjunction, before each person.]

IMPERATIVE MODE.

Present Tense.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
2 Love thou, or do thou love,	2 Be thou loved, or do thou be loved,	2 Be thou, or do thou be,
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
2 Love ye, or you, or do ye or you love.	2 Be ye or you loved, or do ye or you be loved.	2 Be ye, or you, or do ye or you be.

INFINITIVE MODE.

<i>Pres.</i> To love,	To be loved,	To be,
<i>Perf.</i> To have loved.	To have been loved.	To have been.

PARTICIPLES.

<i>Pres.</i> Loving,	Being loved,	Being,
<i>Perf.</i> Loved,	Loved,	Been,
<i>Com. Perf.</i> Having loved.	Having been loved.	Having been.

What verbs are called regular? What irregular? Give examples of each. How do you conjugate a verb? Conjugate *to be*, *to love*, and *to be loved*.

EXERCISES ON THE VERBS.

Tell the modes, tenses, numbers, and persons of the verbs:

I have seen your brother. He is well, and will be here to-morrow. I had learned my lesson before the bell rung. When I have recited it, I will walk with you, to see the flowers in the garden.

James was very ill yesterday, and we sent for the physician to come and give him some medicine. He begins to amend, and we think he will be able to commence his studies next week. He studies grammar, geography, arithmetic, and history.

William might learn fast, if he would study. Does he study well? He should learn algebra. I was sorry that you could not be present at our examination.

Go out into the yard, and tell Henry to come in to the house. Let me see the book. If it should rain, shut down the windows. A fox has been started this morning by the hounds. Do you like to read? Have you seen my brother? The house was burned.

I do like to read these stories very much. Will you walk with me? Had you recited your lesson when I came? Is James ill? We may ride when we please. They love to study. You must write a letter to your sister.

George ought to have recited his lesson better. Your lesson must be learned more perfectly. I shall have learned it thoroughly, by the time that James has recited his lesson. The ice is melted. The peaches will be destroyed by the frost. The plums have been destroyed already.

Do you study history? I study geography and grammar. Let us ride. Be not deceived. Deceive me not. Be diligent.



LESSON XXXIV.

In the preceding lessons, we have been talking of *Nouns, Pronouns, Adjectives, Articles, Verbs, Adverbs, Participles, Prepositions, Conjunctions, and Interjections*. These make TEN different *classes*, or *sorts*, of words.

They are called PARTS OF SPEECH; and all the words in the English language belong to some one or other of these classes.

For example, we use, both in speaking and writing, many names of persons, places, and things. These all come under the title of *nouns*, as they are *names*. Without using nouns we could not speak

of any thing that was not before us at the time; and then we should be obliged to point to it, to let people know what thing we meant.

GRAMMAR treats of these different parts of speech, and teaches us to use them correctly.

Those who write grammars do not *make* rules for speaking or writing, or alter them. All that they do, is to examine the books written by the best writers, to see how they use words; from these they derive rules, to teach us how to speak or write properly.

If I were to say, 'James *are* a good boy;' you would see at once that the expression was not correct. And why?—you would answer, 'that people do not talk in this way; but that it should have been James *is* a good boy.' Now, what I propose to teach you in this book, is *How people talk and write*; that is, how those talk and write, who use the English language correctly.

There is a sort of fashion in language as well as in dress; and if you would not be out of fashion in speaking and writing, study your grammar attentively, and observe how others speak and write.

Name all the different classes or sorts of words. How many classes are there? What general name is given to them? What class is made up of *names*? What does grammar teach? Why should you study grammar?

NOTE TO TEACHERS.—Though no rules of syntax are expressly stated, as such, in this elementary treatise, some of the leading and more important ones are necessarily interspersed throughout the different lessons. The design of this introduction being merely to familiarize the young learner with the different parts of speech and their characteristic attributes; the special subject of syntax, and an explanation of the theory and business of *Parsing*, have been purposely deferred to the second part, or sequel, of the Practical Grammar, where the analysis and structure of sentences will be treated at full length.

PUBLISHER'S ADVERTISEMENT.

THE COMPREHENSIVE SCHOOL SERIES, of which this little book is a part, consists of the following:

The New Primer; or Child's First Book,	
Goodrich's First Reader,	96 pages, 16 mo.
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These are the *best* and *cheapest* reading-books offered to the public. The first two are entirely original, illustrated by nearly 100 engravings, executed expressly for them, by the best artists, and designed not merely as an ornament, but also to ensure the constant presence of the learner's mind and heart in the progress of the lessons.

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At a meeting of the Visitors of the City Schools of the City of Louisville, December 11th, 1839, it was unanimously

Resolved, That Goodrich's Third and Fourth Readers, and Bliss' Introductory Grammar be adopted in the City Schools of this City.

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